Assessing the Assessment: Practice What you Preach

Communicating Expectations for Program Assessment Reviews

Presenters (Canisius College)

Debra Instone, PhD, Associate Dean and Director of Assessment , College of Arts & Sciences

Patricia Christian, PhD, Chair Dept of Sociology, Anthropology, and Criminal Justice

Matthew Hertz, PhD, Chair Dept of Computer Science

Christine Walsh, MFA, Director of Studio Arts Program

Contributors
All previous members of the Outcomes Assessment Advisory Committee (OAAC) 2005-2011

About Canisius College

- 3200 undergrad; 1900 grad
- 220 Full-time faculty
- 60+ Majors
- Liberal Arts tradition:
  A&S, Business, Education, Professional Studies
- Jesuit mission to "educate the whole person"
- Regional reputation for excellence

Communicating Expectations for Program Assessment Reviews

Assessing the Assessment: Practice What you Preach

Participants will:

➢ **Identify elements to be included in a rubric for assessment report review**

➢ **Define the criteria or performance levels associated with each element**

➢ **Apply a rubric to an assessment report**

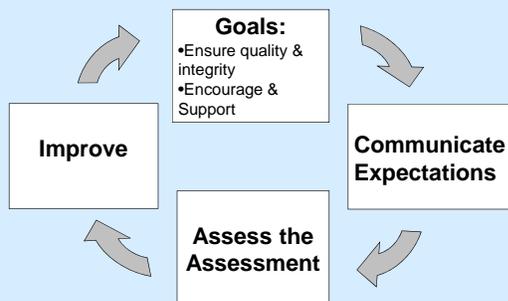➢ **Discuss the usefulness of the rubric used**

Communicating Expectations for Program Assessment Reviews

Assessing the Assessment: Practice What you Preach

➢**Where are you going in your assessment report review process?**

➢**What do you want your report review rubric to do?**

➢**What rubric elements and labels are needed to get there?**

Communicating Expectations for Program Assessment Reviews

MODEL the PROCESS

Goals:
- Ensure quality & integrity
- Encourage & Support

Improve

Communicate Expectations

Assess the Assessment

Communicating Expectations for Program Assessment Reviews

Communicate Expectations Assessment Processes :

➢"**Ucerat**": Are **U**seful, **C**ost **E**ffective, **R**easonably **A**ccurate and **T**ruthful (MSCHE)

➢Provide information for **Continuous Improvement**

➢Are **Organic**: a systematic arrangement of parts

Communicate Expectations
Organic Assessment Processes

➢ **Multi- year Plan:** summative four year cycle with direct measures and outcome criteria

➢**Annual Report:** at least one objective every year

➢**Program Review:** Documented use of assessment results for continuous improvement over time (WIP)

Communicate Expectations
Annual Report Review Rubrics:

A *rubric* is an explicit set of criteria used for assessing a particular type of work or performance.

➢Plans
➢Annual Reports
➢Program Reviews

Communicate Expectations
Annual Report Review Rubrics

Rubric labels matter

Approved		Not Approved

Does Not Meet	Meets	Exceeds

Benchmark	Milestones	Capstone

Beginning	Developing	Proficient	Exemplary

Communicate Expectations
Elements for a Report Review

➢Student Learning Outcomes
➢Methodology sufficient to ensure *Ucerat* results
➢Results and Intended Actions
➢Continuous Improvement

Communicate Expectations
Elements for a Report Review

➢Student Learning Outcomes
• Student centered and clearly articulated, statements of measurable knowledge, behavior, skill or value…
➢Methodology sufficient to ensure *Ucerat* results
➢Results and Intended Actions
➢Continuous Improvement

Communicate Expectations
Elements for a Report Review

➢Student Learning Outcomes
➢Methodology sufficient to ensure *Ucerat* results
• Method (instrument) & data collection
• Measure (criterion) & competency standards
• Participants/samples & artifacts
➢Results and Intended Actions
➢Continuous Improvement

Slide 1:

SLO ➡ METHOD ➡ MEASURE

➢ Is there a good "match" or "link" between the SLO, method and measure?

➢ Does the methodology yield *Ucerat* results?

Slide 2:

Communicate Expectations Elements for a Report Review

➢ Student Learning Outcomes/Objectives
➢ Methodology sufficient to ensure *ucerat* results
➢**Results and Intended Actions**
  • Results reported & shared
  • Analysis of information/data
  • Interpretation of findings
  • Actions developed
➢ Continuous Improvement

Slide 3:

Communicate Expectations Elements for a Report Review

➢ Student Learning Outcomes/Objectives
➢ Methodology sufficient to ensure *ucerat* results
➢ Results and Intended Actions
➢**Continuous Improvement**
  • Feedback loop
  • Tracking results across time (timeline)
  • Program Review Summaries

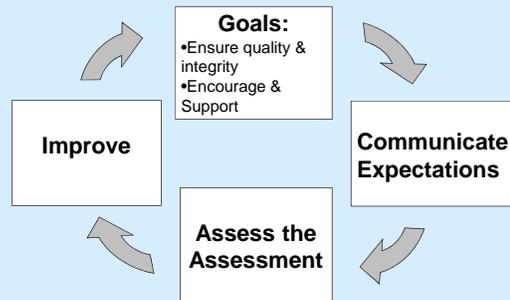**Slide 4:**

RESULTS ➡ ANALYSIS & INTERPRETATION ➡ ACTIONS

➢ Do the interpretation and analysis flow from the results obtained?
➢ Are actions based on the results and interpretation?
➢Are they related to the SLO?

Slide 5:

PSYCHOLOGY 07-08 REPORT REVIEW:

SLO ➡ METHOD ➡ MEASURE

RESULTS ➡ ANALYSIS & INTERPRETATION ➡ ACTIONS

Slide 6:

MODEL the PROCESS

Goals:
•Ensure quality & integrity
•Encourage & Support

Improve

Communicate Expectations

Assess the Assessment

Assess the Assessment

- ➢ **Are the rubric elements working?**
- ➢ **Are programs responding to the feedback from reports?**
- ➢ **Are programs improving the quality of the assessment process?**

IMPROVE

Redesign the rubric to support:
- ➢ **Complete reports**
- ➢ **Dialogue about the committees feedback**
- ➢ **Increased sophistication in the assessment process**

Improve

No further action needed	Additional Information Requested	Issues o be Addressed

Reviewers Comments:

Programs Response:

PSYCHOLOGY 10-11 REPORT REVIEW:

SLO ➡ METHOD ➡ MEASURE

RESULTS ➡ ANALYSIS & ➡ ACTIONS
INTERPRETATION

MODEL the PROCESS

Goals:
- •Ensure quality & integrity
- •Encourage & Support

Communicate Expectations

Assess the Assessment

Improve
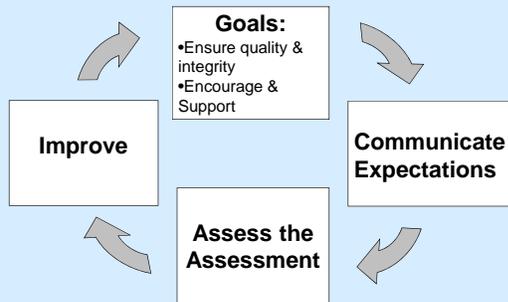
FAH REPORT REVIEW
ABC REPORT REVIEW

SLO ➡ METHOD ➡ MEASURE

RESULTS ➡ ANALYSIS & ➡ ACTIONS
INTERPRETATION

Discuss the usefulness of the rubric used

- Where are you going in your assessment process?
- What do you want your Report Rubric to do?
- What rubric elements and labels are needed to get there?
- How do programs respond to feedback about their assessment process?

Assessing the Assessment: Practice What you Preach
Communicating Expectations for Program Assessment Reviews

In keeping with our theme,
Please complete a feedback form
so we can improve!

Thank you

REPORT REVIEW 07-08

Student Learning Outcomes Or Objectives (SLO)	**SLO's stated in terms of measurable knowledge, behavior, skill, attitude or value**	**Some SLO's are stated but unclear regarding one or more critical elements**	**SLO's are not identified or are not appropriate in scope or content**
REVIEWERS COMMENTS:			
METHOD: *The student work or activity is appropriately related to the learning objective (and measure)*	**The student work/activity reflects the objective assessed**	**The student work/activity partially reflects the objective assessed**	**The student work/activity does not reflect the objective assessed**
REVIEWERS COMMENTS:			
MEASURE *is appropriately related to the learning objective* *Measure is appropriately scored*	**The measure or criterion fully represents the objective assessed** **Scoring of measure appears valid**	**The measure or criterion partially represents the objective assessed** **Some concerns about the scoring of the measure**	**The measure or criterion does not represent the objective assessed** **The measure or criterion was not included**
A measure (e.g., items in a rubric, or specific questions on a test) is associated with each objective. For subjective measures (e.g., scoring a paper or presentation with a rubric), there should be more than one rater/scorer. For objective measures (e.g., multiple choice questions) a single scorer is sufficient and a reasonable number of items used. REVIEWERS COMMENTS:			
RESULTS : *PARTICIPANTS:*	**Results appear appropriately entered** **Participants and/or sample size appropriate**	**There are questions or concerns about the results entry** **There are questions or concerns about the participants /sample size**	**Results not entered** **Participant information not entered**
REVIEWERS COMMENTS:			
INTERPRETATION: *Make sense of the results – analyze, explain, interpret*	**Information completely and thoroughly conveyed** **Relevance to previous assessments of this objective noted (when applicable)**	**Information was incomplete, unclear, or did not address the element as specified**	**This element was not specifically addressed**
Departments should discuss the assessment results and why they came out as they did. This section should include possible hypotheses or explanations about what is happening that resulted in this particular set of assessment results. Answer the question "why" and do not simply restate the number of students in each category of met, did not meet, or exceeded expectations. If this is a reassessment – a second assessment done after changes were made – please include this information here with your determination of whether the changes had the desired effect. REVIEWERS COMMENTS:			
ACTIONS *The actions described to increase/ maintain student learning are grounded in the results and interpretation*	**Specific actions grounded in the results/interpretation identified**	**Actions identified but they are not grounded in the results/interpretation or are not designed to increase or maintain student learning**	**Specific actions not identified or unclear.**
Indicate specific courses of action that you will implement to maintain or increase student learning for the objective. Such actions include, but are not limited to, changes in curriculum (e.g., course content, sequence, or requirements), pedagogy, and/or the method or measure REVIEWERS COMMENTS:			
FEEDBACK *(Follow Through)*	Re-assessment time clear to determine effects of action		Timeframe not indicated or unclear
When will this objective be reassessed? Please note that you can deviate from your plan and assess an objective earlier (or later) to determine if the actions taken had the desired effect. Every objective is to be assessed at least once in every 4 years. REVIEWERS COMMENTS			

REPORT REVIEW 10-11

METHOD: the student work or activity (e.g., paper, test, assignment, presentation) is appropriately related to the learning objective (and measure). There is a good match between the objective, method and measure.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program response:

MEASURE: the measure is appropriately related to the learning objective and is a useful measure of that objective. There is a good match between the objective, method, and measure. Ideally, for subjective measures (e.g., scoring a paper or presentation with a rubric), there should be more than one rater/scorer. For objective measures (e.g., multiple choice test) use a reasonable number of items for each learning objective: a single scorer is sufficient.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program response:

PARTICIPANTS: The way in which students or samples of students were selected for the summative assessments clearly explained. Students /samples appear to be at/ near the end of the program and adequately represent the program as a whole.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program response:

RESULTS: The results are appropriately entered (number of students in each category that met, exceeded, or did not meet expectations) and there is consistency in the results information across different elements of the report.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program Response:

ANALYSIS and INTERPRETATION of RESULTS A clear attempt has been made to make sense out of the assessment information collected for the objective. The results appear to have been analyzed and a reasonable interpretation offered to explain why the results came out as they did. The analysis and interpretation is dependent on (linked to) the results obtained. If this is the follow up to a previously completed assessment for this objective, the analysis and interpretation should address the effect of any changes made to improve student learning.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program Response:

ACTIONS: Based on the interpretation of results (above), specific actions have been considered and/or are being implemented to maintain or improve student learning. The link between the analysis/interpretation and the proposed actions (if any) is explicit. The status of these actions is explained. If no actions are under consideration, this is noted. Note: discussing the results is the prelude to an action – not the action itself.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program Response:

SHARING of RESULTS: Assessment results, analysis and interpretations were discussed internally (e.g., your department or program) **prior** to submission of this report. This reflection and discussion is an important part of the assessment process. Indicate when, how, and with whom these discussions were held. Indicate plans for further discussions as appropriate.

No further action needed	Additional information requested	Issues to be addressed

Reviewers Comments:

Program Response:

OBJECTIVE REASSESSED A semester has been identified for when this objective will be reassessed. At that time the program will evaluate the effect of the actions taken (as identified above).   Every objective is to be assessed at least once every four years.

No further action needed	Additional information requested	Issues to be addressed

PSYCHOLOGY 07-08: sample report

GOAL 1: Students will demonstrate knowledge representing breadth and depth in selected discipline-specific content areas of psychology. Students will demonstrate knowledge of theory and research in the domains of:
Objective A: Abnormal psychology;
Objective B: Developmental psychology;
Objective C: Memory and cognition;
Objective D: Sensory and Physiological psychology;
Objective E: Social Psychology.
GOAL 2:   Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. Students will
Objective A: Describe the basic characteristics of the science of psychology;
Objective B: Explain different research methods used by psychologists;
Objective C: Evaluate the appropriateness of conclusions derived from psychological research;
Objective D: Generalize research conclusions appropriately based on the parameters of particular research methods;
Objective E: Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.

Participants: All senior psych students were contacted by email and through department postings and asked to take a summative department assessment test during one of three designated test times in mid April. It was explained that this was part of helping our department learn more about student knowledge and skills at the end of their four years and that it was not associated with any course nor would it have any impact on their grades. Students did not place names or identifying information on their scantron answer sheets. Thirty three seniors took the test – three were incomplete and eliminated from the sample. This year we have an expected graduating class of 94 seniors.

Method: We developed a 75 item objective multiple choice field test to assess student learning for goals 1 and 2 above. Faculty contributed items in their particular area of expertise and a team of faculty reviewed and developed additional questions to represent each goal and objective. (Test was uploaded with the report). Several of the discipline specific items were piloted at the end of last year with a sample of 12 graduating seniors and minor changes were made based on their results. (we hope to do an ETS test with graduating seniors in the future).

Measure: A test blueprint connects each test question with the objective it was designed to assess. (Blueprint was uploaded with the report). "Exceeds expectations" was considered to be 85% of the included items correct, "meets expectations" was 65% of the included items correct and "does not meet expectations" was anything less than 65%.

Results:

GOAL 1	# of Test Items	Did Not Meet Expectations	Met Expectations	Exceeded Expectations
Abnormal	10	4	17	9
Developmental	10	6	16	8
Memory and Cognition	10	4	20	6
Sensory and Physiological	10	5	15	10
Social Psychology	10	11	15	4
	50 items	30 = 20%	83 = 55%	37 = 25%

GOAL 2				
Describe the basic characteristics	6	0	8	22
Explain different research methods	7	1	9	20
Evaluate the appropriateness of conclusions	5	5	4	21
Generalize conclusions	5	4	15	11
Follow the APA Code of Ethics	2	22	0	8
	25 items	32 = 21%	36 = 24%	82 = 55%

3

Overall Totals	75 items	61 = 20%	125 = 42%	114 = 38%

Analysis and Interpretation: We were generally pleased with the results for both goals 1 and 2.

- Goal 1: Students appear to have a solid grasp of discipline specific content with 80% of the students either meeting or exceeding expectations. We will review and revise questions as appropriate. The questions for Social Psychology may have been too difficult.
- Goal 2: Students were even stronger on the research methods items if we eliminate the APA Code of Ethics questions. With only two items, a student who missed one was at 50 % and therefore below expectations. Removing this item from the calculations results in over 60% of students exceeding expectations and over 90% of students either meeting or exceeding expectations. We will increase the number of items for the APA Code of Ethics in the future.

Actions: We are planning to run a content analysis and to look at the internal consistency of the test before we administer it again.

Sharing of Results: The results will be shared with all faculty at the first faculty meeting in the fall.

Reassess: We will reassess the same goals using a revised version of this test next year with hopes of using the ETS psychology test the following year.

PSYCHOLOGY 10-11: sample report

Goals and Objectives being assessed: Same as 07-08

Participants: The participants were 75 senior psychology majors cleared for graduation in May, 2011. They took the examination online in a computer lab under the supervision of the department in mid March.

Method: The 140 item ETS test.

Measure: ETS provides sub scores for the 6 content areas under Goal 1 and a single score to represent Goal 2: Research Measurement and Methodology.   ETS does not provide scores for individual students and therefore we cannot complete the Not Met, Met, Exceed format.

Results:

Percentile for Canisius Mean Percent Correct	Assessment Indicator Title	Mean Percent Correct
49	Memory and Thinking (15 qq.)	Canisius: 48 National: 48.3
57	Sensory and Physiology (18 qq.)	Canisius: 40 National: 38.4
45	Developmental (15 qq.)	Canisius: 62 National: 61.2
58	Clinical and Abnormal (14 qq.)	Canisius: 67 National: 65.5
26	Social Psychology (14 qq.)	Canisius: 41 National: 46.3
51	Measurement and Methodology (19 qq.)	Canisius: 53 National: 52.8

Analysis and Interpretation:
Our initial analysis included a careful review of the ETS results and the identification of areas of program strength and weakness. We examined ranges, number of test questions, content covered and our students' performance overall and in the subcategories listed.
The Department met on June 1 to discuss the ETS results and, in particular, our concern with student performance in the only content area in which our students scored below the Nat'l average – Social Psychology. An extensive review of student performance (grades) in relevant courses over time and instructors was conducted and it was determined that there was a need to address content and pedagogical issues with the goal of increasing student learning in this area. The faculty member who will be teaching the primary content course (PSYXXX) going forward has been involved and has re-designed the course and instruction based on feedback from the data collected and the faculty discussion in time for the fall semester.

Actions: In addition to course changes in PSYXXX, the department made changes to our curriculum to bring it more in line with the four student learning goals contained in the college catalog (mapping of curriculum to learning goals included). The changes were passed by unanimous vote during a meeting on Sept 5. As a result, the three Psych core areas were re-aligned and courses were added and deleted. These have been submitted to the dean and we await comments.

Additionally, over the course of this year we will re-examine out home grown field test results (item analysis and internal consistency of the sub scores), student grades, and ETS results with the goal of improving our in-house exit test. Our goal is to increase the reliability and validity of the test and to use the ETS test only on a three year rotation.

Reassess: Spring 2012

Student Learning Goal 2: Art History Majors will understand how works of art are embedded in and reflective of specific cultural-historical contexts. Students will:
Objective A: Locate works of art within larger historical developments;
Objective B: Articulate the interrelationships between art and a range of cultures;
Objective C: Analyze the importance of the visual arts in societies past and present;
Objective D: Demonstrate their knowledge of categories of art history as a Humanistic discipline.

Objective Being Assessed:
Objective A: Locate works of art within larger historical developments

Participants: FAH -450 is a required senior seminar and capstone class for our majors and minors. Participants for this assessment were graduating seniors (18 of 21). One student was abroad and the two others had course conflicts (double majors).

Method: "The major project in the capstone course is a research paper of 15-20 pages in length that references at least ten different scholarly written sources in which professional art historians' deal with the work of art or topic. The final result of your research and reading should be a well written analysis that may include relevant historical background, visual descriptions and discussions of the content of the work and its function in its own time, and of the important issues within the controversy, as is necessary for your particular approach to the work. Discuss the various contributions that scholars have made to your understanding of the topic. Explain all your points with reference to specific visual details. Use proper citations to indicate what you have read and where you have obtained all ideas and information."

Measure: Fine Arts Rubric

Criteria	Exceeds Standards	Meets Standards	Fails Standards
Location of selected work(s) of art within art historical context, including artist's oeuvre	Comprehensive (illuminating location within the artist's *oeuvre* and the larger art-historical context)	Adequate (location within the artist's *oeuvre* and the larger art-historical context in a general sense)	Incomplete (flawed or incomplete location)
Location of selected work(s) of art within larger historical context	Sophisticated (historical-cultural context demonstrated with insight)	Adequate (historical-cultural context demonstrated thoroughly)	Faulty (historical-cultural context inadequately demonstrated)
Overall effectiveness of analysis of selected work(s) of art in relation to the specific cultural-historical context	Use of terminology offers genuine insight into the chosen work(s) of art (summative)	Adequate overall analysis (summative)	Inadequate overall analysis (summative)

Results: Did not meet expectations: 1   Meet Expectations: 9   Exceeded Expectations: 8

Interpretation and Analysis: The paper was scored by the course instructor using the rubric. We are generally pleased with the results and note that six of the eight that exceeded expectations had completed one or more FAH Internships at local art institutions, including the Albright Knox. These students referenced their experiences throughout the seminar, and no doubt they made our discussions of art history issues more real and contextualized. One student in the meet expectations had completed an FAH Internship. The student who failed to meet expectations was a transfer student and had taken only a subset of majors' courses.

Actions: In the fall of 2012 we will offer a 300 level topics course designed for our majors and minors that will be focused on specific topics (e.g., Renaissance, the New York School) to allow our students to improve their abilities to find and analyze information on works of art, artists, and art historical topics used in written materials and data bases specific to the field. Students will take this course in advance of the capstone and would therefore have more experience researching and writing at the level expected of our seniors.

Sharing of Results: Results will be shared with departmental faculty at the next faculty meeting and prior to our next round of assessments in spring of 2012.

Reassess: This is the first time this objective has been assessed and the next assessment for this objective is set for spring 2014.

SAMPLE REPORT ABC

Student Learning Goal 1: Students will demonstrate academic maturity. Students will:
Objective A: Take the lead in researching and writing the thesis;
Objective B: Incorporate suggestions made by the thesis adviser;
Objective C: Meet thesis deadlines.
Student Learning Goal 2: Students will exhibit strong critical thinking skills. Students will:
Objective A: Identify salient arguments in the literature;
Objective B: Gather, select, and organize credible evidence in crafting the thesis;
Objective C: Draw warranted conclusions from the evidence presented;
Objective D: Generate new ideas based on their research.
Student Learning Goal 3: Students will follow appropriate writing conventions. Students will:
Objective A: Write the thesis in a clear and concise style;
Objective B: Avoid most mechanical mistakes in writing the thesis;
Objective C: Use an appropriate form of documentation in presenting the thesis.

Participants: All graduating seniors are required to write a thesis in their capstone ABC capstone. There were two capstone classes and a total of 37 graduating seniors

Method: Detailed instructions for the thesis paper are provided in a 4 page handout that is used by every capstone instructor. This is available for review if needed. Students are given the assignment at the start of the semester.

Measure: The two course instructors jointly reviewed and scored every student paper based on the rubric below.

CRITERIA	Exceeds Standards 2 pts	Meets Standards 1 pt	Fails Standards 0 pt
Academic Maturity			
Takes the lead in research & writing	Invariably	Often	Seldom or never
Incorporates suggestions	Readily	Sometimes	Resistant
Meets deadlines	Invariably	Usually	Seldom or never
Critical Thinking			
Identifies salient arguments	Consistently	Usually	Seldom or never
Gathers, selects, organizes credible evidence	Massive	Considerable	Little or none
Draws warranted conclusions	Consistently	Usually	Seldom or never
Generates new ideas	Frequently	Occasionally	Seldom or never
Writing Conventions			
Writing style	Elegant	Mostly fluent	Convoluted
Mechanical errors	Flawless	Sporadic	Pervasive
Documentation	Detailed	Appropriate	Little or none

Results: Exceeds Standards: scores 14-22 (34 students) Meets Standard 13-7 (3 students), fails to meet 0-6 (0 students)

RESULTS INSERTED (they are on the actual presentation handouts)

Interpretation and Analysis:
The results of this assessment will be shared with all faculty at the first department meeting in fall 2010
Actions
The faculty will undertake the following steps to seek improvement in writing conventions:
1. Inform all ABC faculty in writing intensive courses of the need to require writing assignments that are graded, at least in part, on following writing conventions. Follow up to see that these instructors have included this assignment in their course syllabi.
2. Inform capstone instructors that writing conventions need to be more specifically attended to.
3. Inform students in the capstone early in that semester that writing conventions can be problematic.
4. Offer faculty training for writing intensive courses that stress writing conventions.

Term will re-assess: Spring 2011